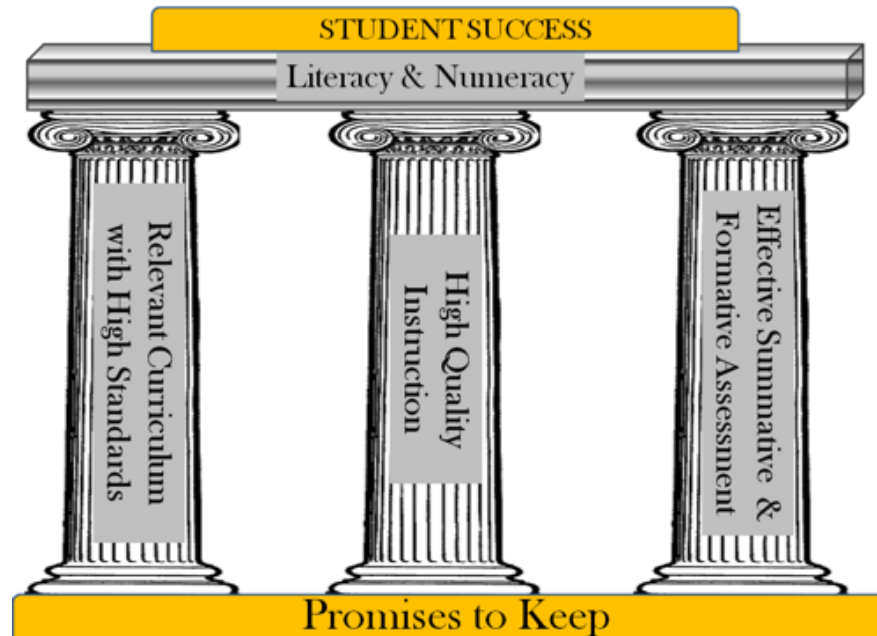


# Higher Education Work Group

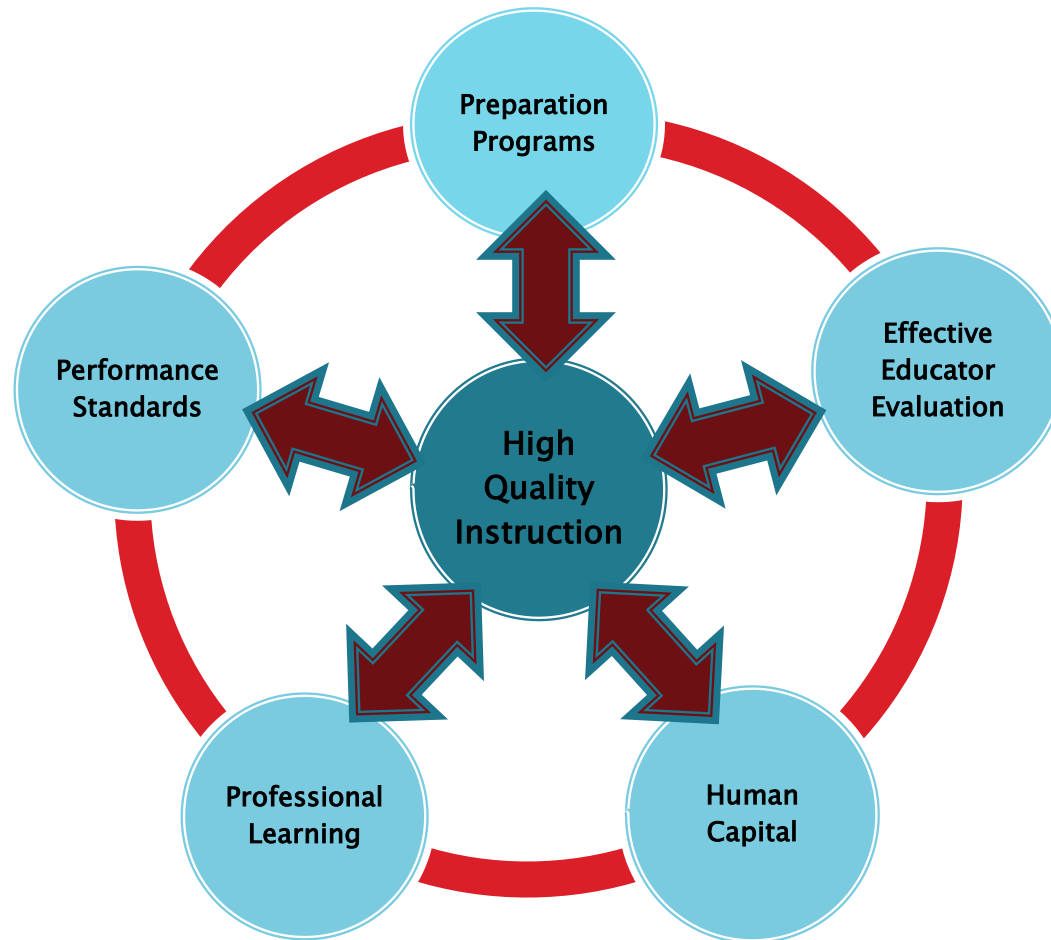
A Sub-Committee of  
the Utah Effectiveness Project for High Quality Education

# The Utah Effectiveness Project for High Quality Education

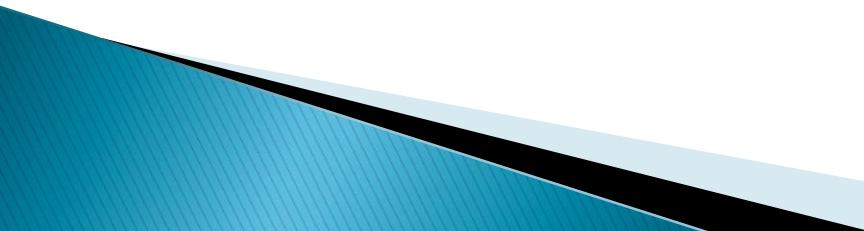


The mission of the *Utah State Board of Education* is encompassed in its guiding document *Promises to Keep*. *The Utah Effective Teaching Standards* and the *Utah Educational Leadership Standards* focus on the pillar of **High Quality Instruction**.

# The Utah Effectiveness Project for High Quality Education




# Features of the UETS

- ▶ Align with Promises to Keep
  - ▶ Are based on CCSSO/InTASC Standards
  - ▶ Align with similar documents being adopted in neighboring states
  - ▶ Describe effective teaching practice
  - ▶ Are based on research
  - ▶ Are academically rigorous
  - ▶ Align with the teaching strategies needed for successful implementation of the Utah Common Core
  - ▶ Serve as the basis for an effective educator evaluation system (R277–531)
- 

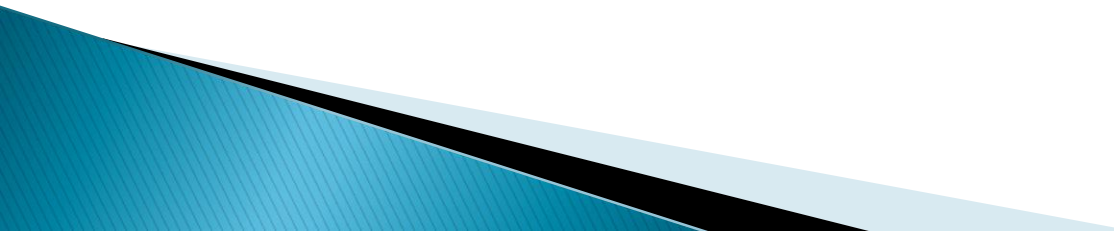
# Continuum of Teacher Development

## The Continuum:

- ▶ Includes categories ranging from the most basic to the highest levels of teaching skill attainment
  - ▶ Describes an increase in teaching skill with increased knowledge, experience.
  - ▶ May be used for many formative activities (mentoring, coaching, intervention, professional development, and remediation)
  - ▶ May not be used for summative purposes
- 

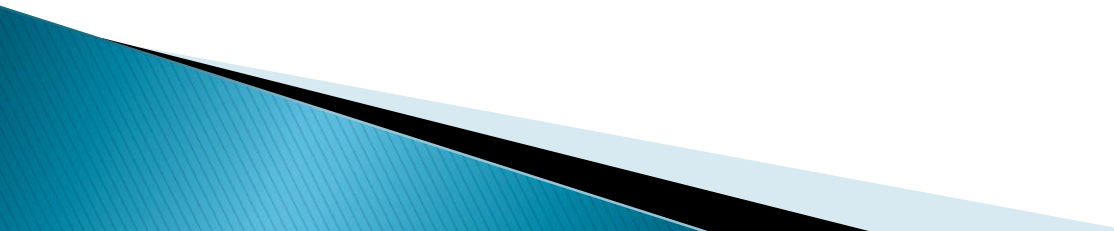
# Utah Educational Leadership Standards

The Standards:

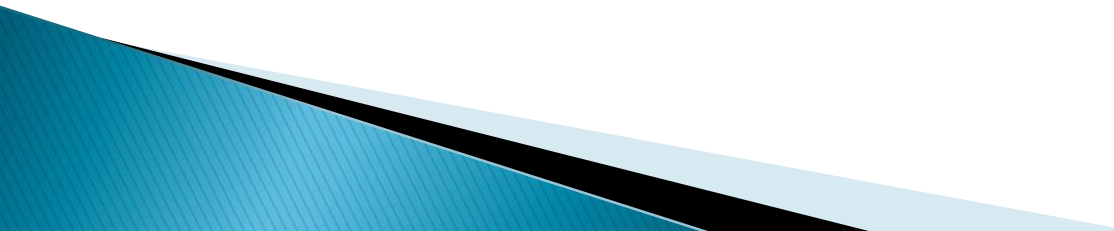
- ▶ describe effective educational leadership practice in Utah.
  - ▶ align with ISLLC Standards.
  - ▶ form the basis for educational leader evaluation within LEA systems.
  - ▶ form the basis for professional development decisions at the state and local levels.
  - ▶ guide priorities for preparation programs.
- 

# Leadership Rubric

## The Rubric:

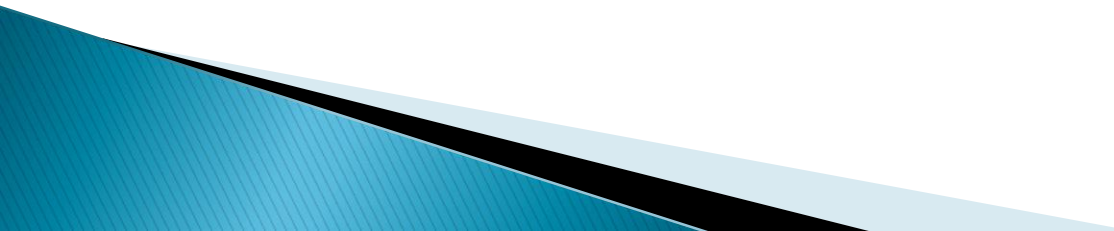
- ▶ describes levels of leader development from the highest levels of professional attainment to the most basic levels.
  - ▶ creates an expectation of progress over time.
  - ▶ guides formative activities (mentoring, coaching, intervention, professional development, and remediation)
  - ▶ is not a tool for summative purposes
  - ▶ guides preparation program development
- 

# Utah Educator Evaluation Framework – Public Education Evaluation Requirements (PEER) R277–531

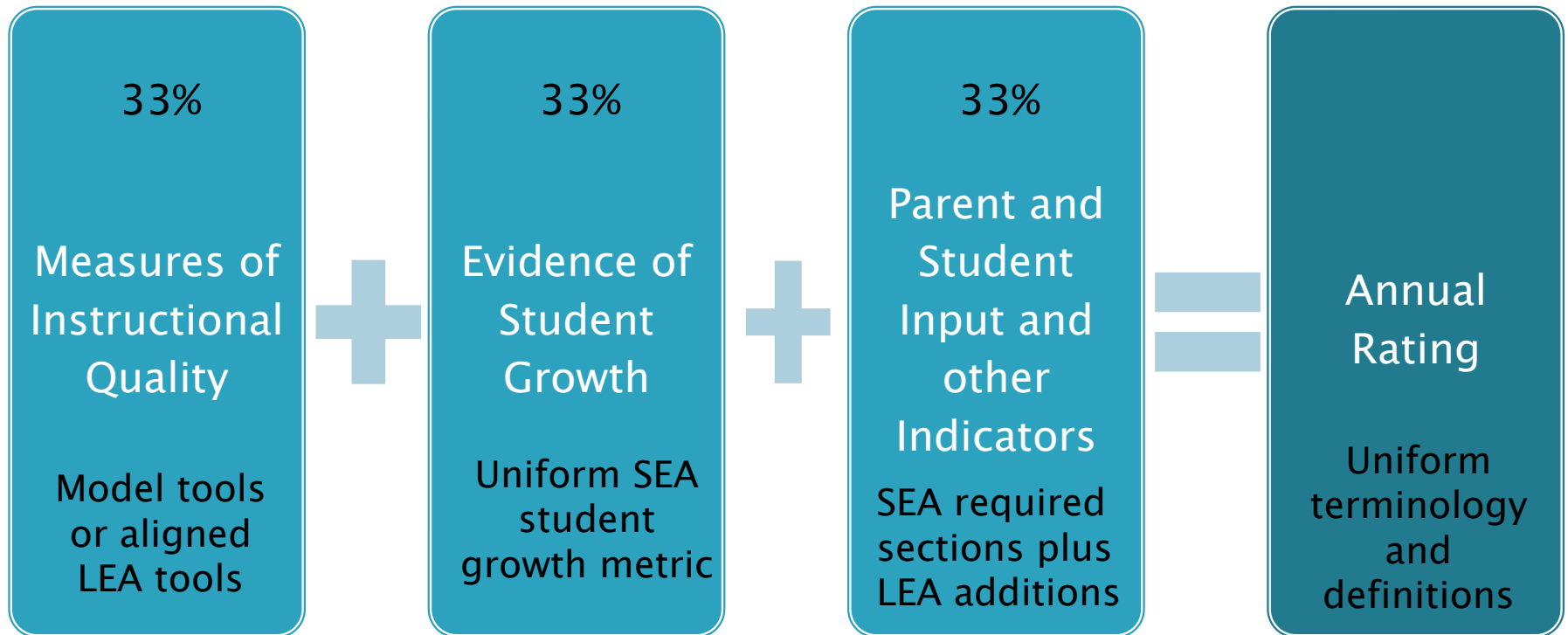
1. Aligned with *Utah Effective Teaching Standards* and *Utah Educational Leadership Standards*
  2. Articulated performance standards for all educators in LEA system
  3. Valid and reliable measurement tools
    - Observations of instructional practice
    - Evidence of student growth (pilot through 2015)
    - Input from parents and students
    - Other LEA indicators
- 



# Components of Framework (cont.)

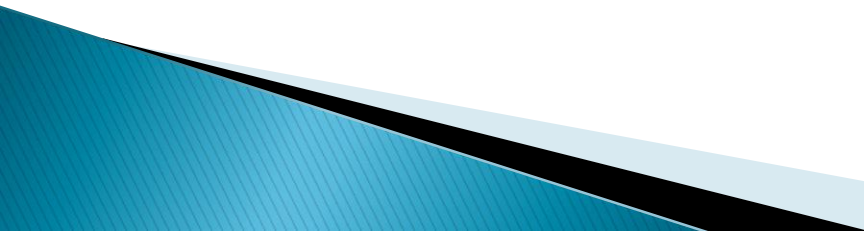
- 4. Summative and formative components
    - Yearly effectiveness rating on each educator
    - Formative data used to improve practices
  - 5. Collaboration with educators
    - Ongoing professional development
    - Professional growth plans (R277–501)
    - Evaluation conferences
    - Support for improvement
- 

# Summative Educator Evaluation Model



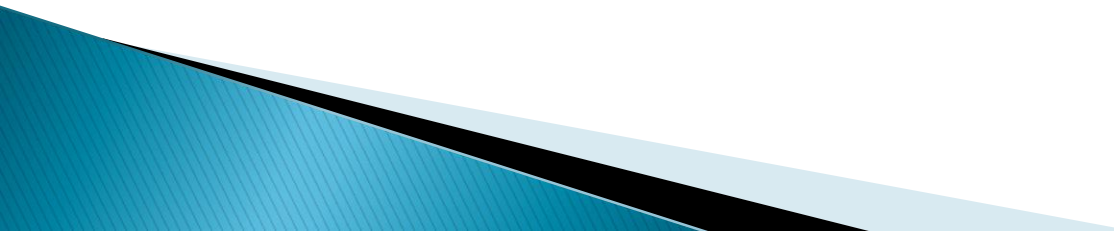
# 2011 – 2012 Timeline

September 2011–January 2012

- ▶ Utah Educator Evaluation Summit
  - ▶ Higher Education Work Group
  - ▶ Measurement Tools Work Groups, Teaching and Leadership
  - ▶ Student Growth Work Group
  - ▶ Preparation Program Review Process
  - ▶ Develop alignment documents with Common Core
  - ▶ Professional Development Work Group
  - ▶ Statewide Professional Development Cadre
  - ▶ Validate Model
  - ▶ Establish Educator Evaluation Advisory Committee
  - ▶ Develop plan for ongoing system evaluation
- 

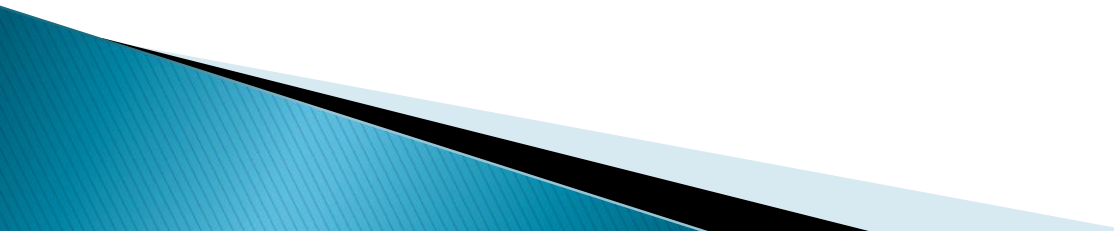
# Higher Education Work Group

Thursday, November 17

- ▶ Develop recommendations for a USOE educator preparation program review and approval process for educational licensure programs
  - ▶ Include suggested State Board Rule requirements, procedures, policies, timelines, audits
  - ▶ Review CAEP Option #2 and determine methods to incorporate the review into the USOE approval process
- 

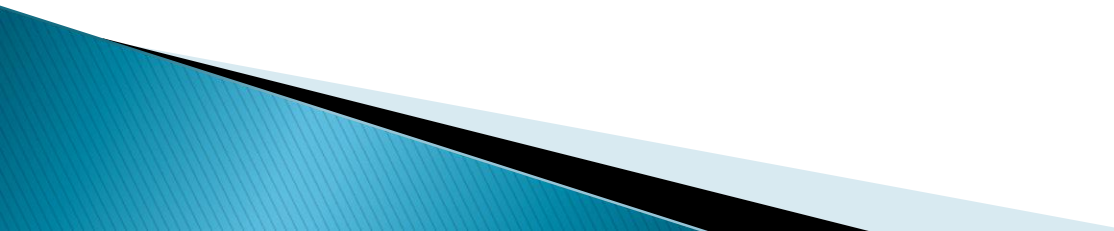
# Higher Education Work Group

Tuesday, December 6

- ▶ Align *Utah Effective Teaching Standards* and *Utah Educational Leadership Standards* with CAEP Standards
  - ▶ Review USOE endorsement requirements
  - ▶ Recommend improved formats
  - ▶ Review and advise improvements in policy communication process
- 

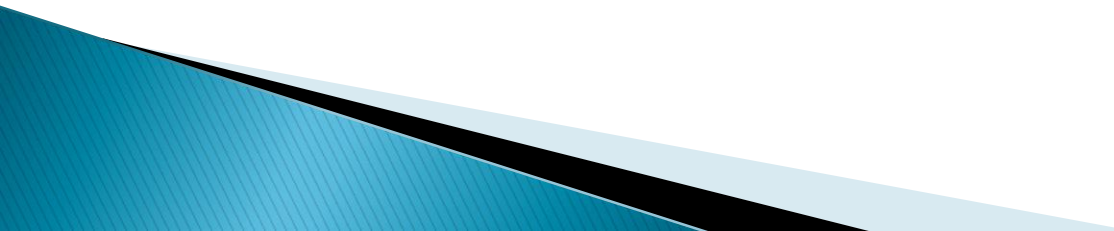
# Higher Education Work Group

Friday, January 13, 2012

- **Develop recommendations for new USOE requirements for areas of concentration (Early Childhood, Elementary, Secondary, Special Education)**
  - **Develop recommendations for student teaching standards**
- 

# Higher Education Work Group

Friday, January 27, 2012

- ▶ Review and adapt Essential Knowledge and Essential Dispositions for use in districts and educator preparation programs
  - ▶ Review and critique Essential Skills needed to meet the requirements of the *Utah Effective Teaching Standards*.
  - ▶ Recommend minimum levels of progress in knowledge, skills, and dispositions for candidates recommended for Utah Educator Licensure.
- 

# Preparation Program Review

## *What USOE Needs*

- ▶ A process to assure that state area of concentration and endorsement requirements have been met by programs
  - ▶ A process to determine if required knowledge, skills, and dispositions have been acquired by students
  - ▶ A method to approve and update programs and monitor program changes
  - ▶ A method to evaluate content programs for alignment with content standards and Common Core
  - ▶ A process for gathering data regarding programs and graduates
  - ▶ A policy for gathering outcome data on graduates
  - ▶ A process to audit alignment with requirements and standards
  - ▶ A system for assessing alignment with *Utah Effective Teaching Standards*
  - ▶ An approval process for new programs
  - ▶ A streamlined online process
  - ▶ Data on program effectiveness
  - ▶ Minimum requirements for student teaching
- 